DOCUMENT RESUME

ED 382 048 FL 800 849

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TITLE Mother Tongue and ESL Literacy Program Survey.
INSTITUTION Center for Applied Linguistics, Washington, D.C.; National Center for Adult Literacy, Philadelphia, PA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 91
NOTE 6p.; For a related document, see ED 373 584.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingualism; *Data Collection; Language Proficiency; *Literacy Education; *Literature Reviews; *Meetings; *Surveys

ABSTRACT

This survey was developed in 1991 by Marilyn Gillespie, David Spener, and JoAnn Crandall at the Center for Applied Linguistics (CAL), and was used for a 2-year project with funding from the National Center for Adult Literacy, established at the University of Pennsylvania by the U.S. Department of Education. The survey was used to collect information about the nature and extent of native language literacy instruction being offered in the United States. The survey was designed to elicit responses that would help practitioners, researchers, and policymakers in their efforts to plan native language and English-as-a-Second-Language literacy instruction for adults and out-of-school youth. (Author/CK)

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Mother Tongue and ESL Literacy Program Survey
Marilyn Gillespie
1991

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For more information about the project and related publications, please contact the National Clearinghouse for ESL Literacy Education.

National Clearinghouse for ESL Literacy Education (NCLE)
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CAL
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Mother Tongue and ESL Literacy Program Survey

Thank you for taking time out to complete this survey. Your program is one of more than a hundred U.S. programs we have identified as offering instructional services in non-English mother tongues. As one of many research projects undertaken through the National Center for Adult Literacy (established by the U.S. Department of Education at the University of Pennsylvania) we hope the findings of this survey will help practitioners, researchers and policy makers in their efforts to plan native language and ESL literacy instruction for adults and out-of-school youth.

PLEASE RETURN AS SOON AS POSSIBLE.

Program Name:_____Person completing survey:_____

1. In what year did your program begin offering adult educational services? _____

2. In what year did you begin providing literacy services in your students' **native language(s)**? _____

3. How would you describe your program? *(Circle those that apply.)*

a. Community-based
b. Public school-based
c. Volunteer
d. Library-based
e. Workplace
f. College/Community College
f. Comprehensive services
g. Limited English speakers only
h. Youth only
i. Vocational training
j. Family/intergenerational literacy
k. Amnesty/citizenship
l. Other *(Please describe.)*

4. What are the native languages (mother tongues) of your ESL and native language literacy learners?

a. Spanish
b. Haitian Creole
c. Vietnamese
d. Portuguese
e. Arabic
f. French
g. Khmer/Cambodian
h. Lao
i.
j.
k.
l.

5. Among your students who are native speakers of languages other than English, what **nationalities** (e.g. Brazilian, Mexican, Egyptian) are represented? (*If possible, please indicate the approximate percentage of your students in each nationality.*)

6. In what languages do you offer **native language** classes?

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7. Please circle the various kinds of ESL, native language or mixed ESL and native language classes you offer. If the categories below do not apply please add your own list at the bottom of each category. Next to each category please **estimate** the cumulative yearly enrollment in that category.

Kind of Class *(Circle those that apply)*	**Yearly Enrollment** *(Please estimate)*
A. Classes Taught <u>Only</u> in English	
a. Initial ESL literacy classes	_____
b. Intermediate literacy classes	_____
c. Pre GED/GED in English	_____
d. Beginning level(s) ESL	_____
e. Intermediate level(s) ESL	_____
f. Advanced ESL	_____
g. ESL Vocational/pre-employment training	_____
h. Workplace literacy	_____
i. Family/intergenerational literacy	_____
j. ESL Amnesty/citizenship	_____
Other ESL configurations:	
_____	_____
_____	_____
_____	_____
_____	_____
B. Classes Taught <u>Only</u> in the Native Language	
a. Initial literacy	_____
b. Intermediate literacy	_____
c. Pre-GED/GED	_____
d. Vocational/pre-employment training	_____
e. Workplace literacy	_____
f. Family/intergenerational literacy	_____
g. Amnesty/citizenship	_____
Other native language configuration(s):	_____
_____	_____
_____	_____
_____	_____
_____	_____
C. Classes Taught in English <u>and</u> Native Language	
a. ESL and native language literacy in the same class	_____
b. **Simultaneous** enrollment in separate ESL and native language literacy classes	_____
c. Native language in conjunction with vocational ESL class	_____
d. **1-to-1 tutoring** in conjunction with an ESL class	_____
Other mixed language configuration(s):	
_____	_____
_____	_____
_____	_____

8. Can you estimate the percentage of women in your English language classes? _____
In your native language classes? _____

9. Can you estimate the average class size of your ESL classes? _____
Of your native language classes? _____

10. How many of your native language teachers are native speakers of the language being taught? _____
11. How many of your native language teachers speak the language being taught as a second language?____

12. What are **three reasons** your organization teaches literacy skills in your students' native language(s)?

13. What are **three ways** your students use the native language literacy they develop in their local communities and daily life?

14. What instructional approaches do your **ESL** teachers use (e.g. competency based/life skills, Freirean/participatory, whole language, phonics/syllabary)?

15. What instructional approaches do your **native language** teachers use (e.g. competency based/life skills, Freirean/participatory, whole language, phonics/syllabary)?

16. How do you assess your **ESL** students' achievement and progress? *(Circle all that apply.)*

a. commercial test(s)_____
name and date of test
b. test developed by your own program
c. teacher observations/comments on student progress
d. portfolios of students' written work
e. no assessment conducted
f. other:

17. How do you assess your **native language** students' achievement and progress in your native language instructional programs? *(Circle all that apply.)*

a. commercial test(s)_____
name and date of test
b. test developed by your own program
c. teacher observations/comments on student progress
d. portfolios of students' written work
e. no assessment conducted
f. other:

18. What kinds of **instructional materials** do you use to teach **native language literacy**? *Please name commerical materials and those you have developed within your own program.*

19. What do you see as positive outcomes of learners' participation in native language literacy classes?

20. What have been the three greatest obstacles, difficulties or negative outcomes you have encountered in offering native language literacy classes?

Thanks again for your time. We'll make sure you're on the mailing list to receive information about the findings. ***PLEASE RETURN AS SOON AS POSSIBLE*** *to Marilyn Gillespie at The Center for Applied Linguistics, 1118 22nd St. N.W., Washington, D.C. 20037.*